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THE INTERAMERICAN CONSULTATION ON URBAN DEVELOPMENT WAS ORGANIZED BY THE ADULT EDUCATION ASSOCIATION OF THE UNITED STATES, UNDER CONTRACT WITH THE AGENCY FOR INTERNATIONAL DEVELOPMENT (AID). REPRESENTATIVES FROM EIGHT LATIN AMERICAN COUNTRIES, THE UNITED STATES, AND INTERNATIONAL ORGANIZATIONS SUCH AS THE PEACE CORPS, UNESCO, UN, AND AID ATTEMPTED TO IDENTIFY THE MAJOR ISSUES IN COMMUNITY DEVELOPMENT IN URBAN AREAS, EXCHANGE INFORMATION ABOUT EXISTING PROGRAMS, AND EXPLORE WAYS TO FACILITATE A TWO-WAY EXCHANGE OF IDEAS. AMONG THE 11 MAJOR ISSUES IN COMMUNITY DEVELOPMENT DISCUSSED WERE--CLARIFICATION OF THE CONCEPT OF COMMUNITY DEVELOPMENT AND ITS RELEVANCE IN URBAN AREAS, URBANIZATION AND NATIONAL DEVELOPMENT, STRUCTURE FOR COMMUNITY PARTICIPATION, DISCRIMINATION BASED ON COLOR, CULTURE, AND CLASS DIFFERENCES, USE OF COMMUNITY RESOURCES, ROLES OF THE PEOPLE, TECHNICAL SPECIALISTS AND FOREIGN AGENCIES. THE NUEVO VERANILLO PROJECT IN PANAMA CITY WAS STUDIED. CRITICAL PROBLEMS IN THE RELATIONSHIPS OF THE AMERICAS WERE REVEALED--DIFFERING PHILOSOPHIES, APPROACHES, AND POLITICS. AMONG THE SUGGESTIONS FOR STRENGTHENING DEVELOPMENT PROGRAMS IN THE AMERICAS WERE MORE INTERNATIONAL MEETINGS AND THE ESTABLISHMENT OF A CLEARINGHOUSE ON LANGUAGE AND TRANSLATION PROBLEMS. (PT)

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Report on the

INTERAMERICAN CONSULTATION ON URBAN COMMUNITY DEVELOPMENT

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Hotel El Continental, Panama City, Panama

June 7 - 9, 1966

This is a summary. A complete transcription of the Consultation is on file in Washington.

ponsored by the Adult Education Association of the U. S. A.
nder contract with the Agency for International Development

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AN INTERAMERICAN CONSULTATION LOOKS AT URBAN COMMUNITY DEVELOPMENT

I. BACKGROUND OF THE CONSULTATION

All of the countries in the Americas confront persisting and pressing problems in development and redevelopment. What is development? Is the community development process, so popular today, relevant and workable in rapidly urbanizing areas and in whole metropolitan areas? What is the meaning of industrial and urban revolutions in the American nations and what are their implications for development? Does national development inevitably lead to urbanization?

For three days in June, a Consultation of 25 persons from eight Latin American countries and the United States attempted to identify the major issues in community development in urban areas, exchange information about existing programs, and to explore ways to facilitate a two-way exchange of ideas, information and resources among specialists and agencies working in community development in urban and rural areas.

THE INTERAMERICAN CONSULTATION ON URBAN COMMUNITY DEVELOPMENT was organized by the Adult Education Association of the U.S.A. under a contract with the Agency for International Development of the U. S. Department of State (which had as its general purpose the gathering and analyzing of information about adult education activities in Latin American countries.) In the United States, community development is often included as a sub-field of adult education as well as a sub-field of such other professional groups as social work, health education, and economic development.

Director of the Consultation was Dr. Harold W. Bentley, Supervisor of Field Work for the Latin American Study and former Dean of Extension at the University of Utah. Dr. Edward O. Moe, Director of the Bureau of Community Development, University of Utah, was Chairman of the committee that planned the program for the Consultation. Mrs. Wilma D. Monlouis, Administrative Assistant for the Latin American Study and in charge of the Clearinghouse on Latin American materials in AEA's headquarters in Washington, served as Administrative Assistant for the Consultation, and Dr. Eugene I. Johnson, AEA's Executive Director, was Conference Administrator.

Countries represented included Bolivia, Brazil, Chile, Jamaica, Mexico, Panama, Peru, Venezuela and the United States.

International organizations included ACCION International, the International Development Foundation, the Peace Corps, the U.S. Department of Labor, AID, UNESCO, and the United Nations.

Under a contract with AID, the Adult Education Association conducted a survey of adult education in Latin America during 1964 - 66. The survey encompassed all the fields of adult education represented in the Association -- continuing education, basic adult education, literacy education, rural and urban community development, vocational education, technical education, apprenticeship training, leadership development and many others. Field visits were made to all but four countries in Latin America.

The basic objectives of the survey were to provide AID with a report of adult education activities in the various Latin American countries and to establish a clearinghouse of adult education and community development information within the Adult Education Association offices in Washington, D. C. The field visits made possible not only the collection of

information and material but on-site observations of operating adult education programs. The collected materials -- both those from Latin America and additional material collected from agencies in the United States -- became the basis of the clearinghouse. The building of a roster of names of active adult education specialists in Latin America was an additional function of the survey. The availability of this roster will facilitate continued exchange and distribution of materials.

High emphasis was placed on the clearinghouse in that accurate information on adult education is difficult to find. Location of the clearinghouse in Washington, D. C. was thought to be a decided advantage. It would provide material needed in consultations and discussions and could lead to needed research, particularly the kind of research required to identify ways in which adult education can contribute more significantly to the achievement of national development plans in Latin America and to the upgrading of adult education programs in general.

Why the Emphasis on Urban Community Development?

Those involved in the Latin American survey recognized from the very first visits that the larger urban centers of Latin

America faced distressingly difficult and urgent community problems. Slum areas called by various names (barriadas, favelas, ranchos, casas brujas) were exploding around the major cities. Economically underprivileged people were swarming in from rural areas, hoping to find a better way of life for themselves and a better future for their children. The lack of knowledge and sophistication in how to cope successfully with urban conditions intensified the problem both for the people themselves and for the cities to which they were moving. Some constructive attempts are being made by city and other government officials to assist these desperate people through community development programs involving self-help. The survey served to heighten awareness of the magnitude of the problem. Recognizing the existence of these problems, it seemed appropriate to bring together community development specialists from various American nations to define the issues in urban community development. It was anticipated that this would be a first step in the development of a major American conference.

Consultation -- A Dialogue Rather Than Formal Conference

Early in the work on adult education in Latin America, there had been plans for holding several inter-American conferences

in various countries. It became clear as work developed that such conferences could be held only at the expense of completing the survey. There was neither time nor available personnel to do both. It was on the assumption that there would be an opportunity to hold conferences after the completion of the fact and data gathering and that conferences built on such data would be more productive, that the bringing together of community development specialists seemed to be highly appropriate. The program designers held the strong conviction that any conference among Latin Americans and North Americans should begin with joint planning. This conviction prompted the suggestion that the first meeting be called a consultation and not a conference. Calling the meeting a consultation indicated the intent of the sponsors to provide a significant opportunity for persons with experience and major interest in urban community development to exchange information and to probe issues of common interest and concern. The term conference frequently suggests that there is a conference line or point of view to be communicated. This was not the case with this first meeting and every attempt was made to make it a consultation <u>in fact</u>. Participants were asked to analyze

their own programs and to identify issues as they saw them in their programs. To avoid any suggestion of a point of view, no background papers were mailed but participants were encouraged to bring materials with them which they desired to make available to the Consultation.

Panama City seemed an appropriate site for the Consultation. It was centrally located, adequate facilities were available, and there was readiness and willingness on the part of both Panamanian and United States personnel to cooperate and assist in the development of the Consultation.

Cooperation and Communication

Arrangements for the Consultation included provision for simultaneous translation into both Spanish and English of the comments of the participants. Even with these provisions for communication, a large question which remained ahead of the Consultation was whether representatives of different cultures and countries, in different stages of development and with different political and economic systems could really communicate with each other. The Consultation planners believed this might be particularly difficult in a field as little understood as

the dynamics of urbanization as they relate to the processes of community development. These fears were firmly put at rest. Participants interacted easily with each other, thanks, in large part, to the quality of the interpretation provided by Carlos Diez from Costa Rica and Mrs. Ruth James from Argentina.

II. STATEMENTS ABOUT PROGRAMS IN WHICH PARTICIPANTS ARE INVOLVED

Participants from the various countries in Latin America and representatives of the special national and international programs made initial statements on activities in which they were involved. An attempt was made to cover the need for assistance in urban areas, a brief statement of what is actually being done, some suggestion of next steps in work in urban areas, and some of the major issues in community development in both urban and rural areas. The statements covered a great variety of programs such as:

Chile - the organization of community federations and the development of leadership in the

federations "so that those who have no voice might actively participate in planning, programming, and development"

Bolivia - the institutionalization of community development, used in rural areas, in all national programs, and the training of leadership in community development at all levels

Brazil - the development of a community school at São Paulo, a community center, the first objective of which is to train technicians to work with the people. Educational assistance for people in the favelas is emphasized as a way of helping them to move to other parts of the city

Peru - the development and implementation of significant and basic development programs with a rural emphasis "to stabilize population in the place where it was born"

Panama - the emphasis on the great variety of programs, including resettlement and adult education programs in the barriadas, emergencias

Jamaica - the attempt to build community centers in rural areas to hold people in these areas

Venezuela - varied programs in both rural and urban areas which deal with all aspects of community and individual development. Community development was called a social technique to raise the individual level and to incorporate him into the whole development of the country

Mexico - community development program operated by the Ministry of Public Health largely one of making the fullest use of food distribution as a means of stimulating collective community action in the largest possible number of communities during the workless season characteristic of the agricultural cycle, that is bout 150 days

The programs of national and international agencies, ACCION International, International Development Foundation, the Peace Corps, the U. S. Department of Labor, AID, and the United Nations were briefly described. Statements about programs allowed participants to discuss activities in which they are involved and identify what they saw to be important and provided a solid basis for identifying issues.

III. ISSUES IN COMMUNITY DEVELOPMENT PROGRAMS

A. Major Issues in Urban Community Development Programs

Many difficult and complex issues in urban community development emerged in the reports made by participants in the Consultation. The identification and clarification of these issues was a major goal of the Consultation. Three work groups made up of cross-sections of all participants undertook the specific task of listing the issues and characterizing them. Getting the issues defined was difficult due to the strong desire to discuss various ways of meeting or solving the problems. This was to be expected given the formidable array of community development specialists present. More discussion and more intensive analysis of the issues will be needed before there can be any substantial understanding or agreement on the issues, and particularly before there will be any consensus as to how to resolve them.

The issues listed below, however, provide the basis for a highly valuable follow-up conference:

1. The need for clarification of the concept of community development and particularly for a clarification of its relevance in urban areas. At the outset, it was recognized that it is impossible to talk about community

development without first clarifying the meaning of the term, community. Problems in the use of existing definitions were readily apparent, particularly when these definitions are used to refer to traditional communities, isolated rural communities, and neighborhoods or sub-communities in metropolitan areas. The need for some better idea of what a developed community would be was also recognized, while at the same time there was agreement generally that it would be "an environment which would allow people to achieve a status in life in accordance with their dignity as human beings."

There seemed to be rather general agreement on the specific aspects of community development --

> "It is an internal process in the community, directed by people of the community."
>
> "It is a process of education which in essence involves the development of the people and their acquisition of the knowledge and skill to participate in the life that goes on around them."
>
> "It is a way of achieving social change."
>
> "It is a mobilization of the resources of the community to meet its own problems."

"It is the development of the mechanisms in the community for participation, for decision-making, and for the exercise of power."

"It is the development of specific integral plans by the people as to what the community can be and should be, and it is not separate, isolated activities or projects, however valuable they may be."

"It is the development of organizations to implement integral community development plans designed by the people themselves with the assistance of specialists."

"It is developmental and oriented to the future in that it is building into the future and shaping the present by the future."

"It is a way of obtaining and coordinating the use of outside public and private resources to achieve both community and national goals, while maintaining the integrity and self-determination of the community."

These aspects or characteristics of community development make up an imposing list. The number of aspects, together with differences in the emphasis placed on specific aspects, resulted in considerable confusion at times. Both explicitly and implicitly there was recognition that community development is a systems approach and that its genius is in considering the whole community and relating parts to the whole. While this was recognized, the number of aspects and the placing of emphasis highlighted the basic issue about the concept of community,

the concept of community development, and the relevance of community development in urban areas.

2. <u>The relationship of urbanization to national development</u>. The assertion was made that national development inevitably means urbanization, including an accelerated movement of people from rural and undeveloped parts of the country to the urban, developed areas. While participants seemed generally to agree on this statement, they disagreed on the extent to which the pace of urbanization can and should be slowed by governmental activities and the possibility of "fixing the population where they live" or of developing numerous smaller urban areas rather than permitting the unchecked drift of the population into a few large metropolitan areas. A strong strain of romanticism ran through the discussion, according to one observer, showing up in an unwillingness to look at the conflict between traditional folkways and the processes of development that might create a rising standard of living for an ever-increasing population.

3. The adaptation of community development processes and patterns, originating in rural and small town situations, to the large urban places. A city, as one participant commented, "is more than a collection of small towns." An urban slum in a North American city, or a barriada of poor and uneducated new arrivals encamped on the outskirts of a South American city, present some similarities to the community development worker, despite many obvious differences. A successful community development program requires not only that the people in a slum or a barriada participate in identifying problems and working to eliminate them, but also that programs for any one barriada are related to the city as a whole. This is particularly important, the participants believed, in the planning for economic development, for human services, and for such physical facilities as streets, water systems, and roads. The nature or the function of the city must be taken into account, including the relationship of people to the city and the effects of the city as a large complicated system of individuals. Substantial differences appeared in the characterization of slums in South and Central America,

as contrasted to slums in North America. Some participants suggested that the slums in South America were communities on the rise, while slums in North America were pockets of hopelessness and despair, a kind of deadend. Pointed objection was made by at least two North Americans to any generalization on this suggestion. The effects of living in a slum area in the way people see themselves was also viewed differently by participants. It was obvious that slums and slum culture in the Americas need to be better understood. Much of the information to build this understanding already exists. Given the problems of working in large urban areas or metropolitan concentrations, one participant declared, "There is a real question whether community development, as it has been traditionally practiced, is even possible in the large urban areas of today."

4. <u>The linkage of programs of community development to national development</u>. Widespread concern prompted the question of how best to relate programs of community development to national plans. Several participants pointed out that national plans must add up to more than a mosaic composed of the plans of individual communities.

How best to achieve a linkage so that plans at different levels interrelate and reinforce each other rather than compete and weaken was the focus of much discussion. A closely related issue was how best to integrate persons with different kinds of skills and interests and with access to different kinds of resources into the community development program.

5. Structures for participation, for power, and for coordination. There was general recognition that structures for participation in community development were an essential consideration, structures through which people in communities could determine their own needs and goals and exercise control in their own development programs. Frequently, but no always, these structures were thought to be adequate for decision making. This seemed to be true where the decisions made did not threaten vested interests or alter, significantly, existing relationships.

On the other hand, a major issue was seen in the adequacy or appropriateness of such structures for the exercise of power when the community needs to exercise

power to carry out its own programs. What kind of influence can and should be utilized by people in attempting to bring about change, both in the community itself and in the community's relationship to the larger society? How and in what ways should these structures for participation and power be related to existing structures of power?

The sub-issue of the adequacy and appropriateness of structures for coordination was also recognized. Frequently, the decisions about coordination are related to considerations of power and the extent to which people in the community can make community interest, as they see it, a determining factor in decisions.

6. Discrimination based on color, culture, and class differences. The development structures for participation and exercise of power discussed in the previous issue led into the problem of discrimination. Questions concerning the opportunities to participate or exercise power were made highly explicit by North American participants. The same questions seemed implicit in

Central and South America in the relationships between the privileged, the traditional communities, and the slum dwellers of barriadas or favelas. Discrimination in any form is a highly complex and difficult phenomenon. The effectiveness of community development programs in dealing with discrimination is an issue -- how and in what ways can community development processes more adequately take discrimination into account and work at lowering the barriers? On the other hand, if discrimination is not eliminated or at least substantially reduced, it is likely that community development programs will fall short of achieving their laudable aims.

7. Maximum use of community resources and effective use of public and private resources outside the community. Another issue implicit in all the discussions, and made explicit by the work groups, was the ways in which community resources and resources outside the community are used. The need for mobilization and effective use of community resources was clearly seen. Despite high emphasis on self-help, the need for additional resources -- resources outside the community -- was also apparent. The use of "in-community resources" is called

by some specialists the horizontal integration of the community; and use of resources "outside", the vertical integration of the community. How to achieve these two types of integration is the issue. How and in what ways can outside resources be used without pulling a community off-base or putting people into the position of seeking or qualifying for various types of assistance? Does participation in programs originating outside the community eat away at the community's desire for self-determination? How can the people of the community utilize outside resources and retain for themselves the right of control and self-determination?

8. <u>The roles of the people, community development specialists, and other technical specialists in community development</u>. This was one of the lively and sensitive issues identified in the Consultation. There seemed to be rather substantial differences of opinion, particularly as to the role of technical specialists, and whether or not these technical specialists should be members of the "community structures for participation and decision making." Some participants expressed

great fear of the specialist "elite" and their advertent, or inadvertent, domination of any community group in which they participated. The roles of community members, community leaders, community development specialists and technical specialists require continuing definition and re-definition as programs develop. How can this best be achieved? How can the climate for communication and the climate for the exploration of all roles be kept free and open? How can communication channels in the use of specialists be kept open and on a two-way basis? How can the assistance of specialists of all kinds be utilized in development programs in such a way that the assistance be used to maximize the effectiveness of local leadership in the performance of their roles? Should the specialist be essentially an "enabler", as one participant expressed, or something more? These are some of the issues or roles in development programs. There was general agreement that these issues in role, while difficult in rural communities, would likely be somewhat more difficult in urban areas in that specialists there might be residents of the community.

9. <u>What is the appropriate role of development agencies from outside the country</u>? The issue of the roles of specialists and agencies in development is further complicated in many instances by the fact that assistance may originate outside the country. The definition of the appropriate role for non-national specialists and agencies and the specific relationship of these resources to development specialists, technical specialists, and development agencies within host countries and host communities requires continuing definition and re-definition. What should be the role of specialists from North America, from the Organization of American States, from the United Nations and various private agencies? Do the representatives of international agencies have a special function and a special role? If so, what is their special function and how does this relate in turn to the roles of development specialists within the country and non-nationals working within the country? It was obvious that there is a great need for clarification of roles in development within community and national programs. There is even greater need for clarification of roles when national borders are crossed.

10. Training -- who to train -- the content of training -- the methods of training. Training is a critical consideration in community development. The processes are defined to be educational and to involve the development of people themselves. Given the nature of community development and the complex problems confronted, community members and community leaders urgently need training. Much of the training currently done, while helpful, falls far short of what it could be. Questions as to the content and approaches in training are always open questions. Some of the pitfalls in training are: the widening gap between leaders and participants in programs, making of commitments, and training which cannot find an effective outlet in programs of community development. High interest was expressed by a great majority of the participants in a conference on training in community development, one which would afford an opportunity to discuss training philosophy and training methods in depth. It was particularly hoped that such a conference would facilitate the exchange of training materials.

11. Plans for improved communication and cooperation in community development throughout the Hemisphere.

There was an obvious desire for a continued sharing of experiences among the countries of North, Central and South America and the Caribbean, for some systematic way of facilitating discussion on issues of common concern and in obtaining access to needed resources. The shortage of materials and mechanisms suitable for the large-scale problems of large urban areas and the need for effective training for urban areas were repeatedly stressed throughout the three days.

An Observation

Imbedded in the discussions of the Consultation were varying participant interpretations of the effects of the industrial and urban revolutions in contemporary society. These interpretations were manifest in a number of ways such as the desire to "fix population where they live," the contention that Latin America has regional and not national economies, and the implicit and explicit expression of fears of the city. Some of the programs in Latin America seem based on an ideology similar to that which characterized the United States in the 20's and

30's when imaginative but unsuccessful attempts were made to stem the tide to the city. To what extent is part of the problem in urban community development rooted in the rural origin, rural work, and rural orientation of professionals and specialists in community development? This raises the question as to whether or not with existing systems of technology it is possible to project trends into the future and to develop programs which are more relevant and more realistic than present ones. A great deal of work in community development is required to take the urban context into account and to re-interpret basic principles in the light of industrial and urban conditions and trends. It is very likely, as Consultation participants see it, that the principles of community development are the same in rural and urban areas, but the differences in context are so great as to demand a significant reorientation in community development for those who work in urban areas.

B. The Nuevo Veranillo Project in Panama - A Case

In addition to identifying issues which had emerged in discussions of the Consultation, a case in urban community development was presented. This was the Nuevo Veranillo Project in Panama City, Panama. The case was described and the work groups identified the issues they saw in the case.

The Case: The Nuevo Veranillo Project is an attempt to remove squatters from old Veranillo, a slum area, to a new community site in suburban Panama City. Old Veranillo was occupied first in 1926. Some 75 percent of the residents in the 300 houses in the barriada settled there between 1933 and 1965. Old Veranillo had all the characteristics of a slum or barriada -- low levels of education, high incidence of unemployment and disease, and all the other related conditions. The University of Panama, which owned the land, was anxious to find a solution to the problems of the people and also to regain access to their property for expansion of the University. Problems for the Project were aggravated because of the necessity of moving people ahead of schedule.

Residents of old Veranillo were only superficially involved in decisions for the removal. Their opinions about moving were obtained, however. Some 65 percent favored the move and the rest were opposed. People were to move into partially completed structures which would eventually be finished by self-help and used as a school. While residing in the partially completed structures, participants would also build their own individual houses on a self-help basis, but they would do more than build houses, they would also build a community. A cooperative center for the production of building materials and prefabricated components for houses, such as doors and window frames, was established. The unemployed -- about half the residents of old Veranillo -- are being paid a minimum wage out of the income of the center. Those who are employed will produce blocks and other needed parts for their houses at the center for the cost of the materials. Credit can be obtained to pay for the costs of materials. The provision of social services in Nuevo Veranillo has been difficult due in part to the early move to the new location.

Following the presentation of the case and clarifying questions, work groups identified these issues:

1. The need for clarification of roles -- the roles of the people, the community development workers, the housing authority, and the service agencies. There was particular concern as to the role of the community development worker and his relationship and responsibilities to the people, to support and service agencies and to the national community development agency. Who basically determines his role? What is his responsibility for:

   a. a two-way line of communication and interpretation between the community and agencies;

   b. uncovering other possible alternatives prior to the decision to move;

   c. building confidence in the people as they confront new opportunities and challenges;

   d. building skill on the part of the people;

   e. developing and establishing new techniques and relationships.

2. The community seemed to be somewhat passive and apathetic. What does the Government do when confronted with apathy and passivism? Nothing? Seek for some way to involve the people? Take paternalistic action?

3. Questions were raised as to the timing of the involvement

of the community by the initiating agencies and the types of decisions which may have been made prior to the involvement of the people.

4. To what extent have the consequences of the decisions been considered and programmed for, such as distance from the excitement of the city, provision for transportation, utilities, employment, and other services?
5. Questions were raised about providing for material improvement without adequately involving the community or changing its level of maturity. High emphasis was placed on involving the community in all decisions.
6. Concern was expressed about the legal rights of residents of old Veranillo by right of easement. What rights, if any, did the residents of old Veranillo have?
7. Concern was also expressed about the development of a new local government or the integration of Nuevo Veranillo into an existing government.

The case served as an additional way of testing reality. Confrontation with a specific program and the specific decisions made in a program proved to be useful. Serious questions were raised

about paternalism on the one hand, and romaticism on the other. Both were rejected and there was a new appreciation for the difficulties involved in responding to urgent, pressing problems and putting to use the philosophy, principles, and methods of community development.

The conferees were most grateful to the representatives of governmental and other agencies for making the Veranillo experience available.

C. Urban and Rural Community Development

As a final part of the attempt to identify issues, the work groups struggled with the essential differences between urban and rural community development. Development in a country was seen as an integral phenomenon. Urban and rural development are intimately interrelated. The great differences in the context in urban development was recognized -- the character of the city -- the powerful conflicting forces -- the complex social structure -- the high visibility of services -- the secondary and contractual relationships -- and feelings of isolationism, normlessness, powerlessness, the greater number of people involved and the greater availability of resources. The problems

of definition of community in urban areas -- membership in multiple communities -- the relationship to the larger community -- the secondary community -- and the coordination of services -- were identified. Essentially, however, the differences between the process of urban community development and rural community development were seen only in the application of the "method". In fact, the consideration of differences in itself seemed to suggest to participants that there was a difference and this they were unwilling to accept. A great deal more work is needed to clarify differences if there are any and to develop appropriate procedures in urban community development.

IV. SOME SPECIAL PROBLEMS

During the Adult Education Survey in Latin America, four basic problems came into discussion in one way or another in almost every country:

1. What forms of organizations are appropriate in slum areas?

2. How do you develop leadership among low-income, culturally deprived people?

3. What about volunteering and the use of volunteers in urban community development?

4. What are and should be the roles of women in urban community development?

The participants in the Consultation, with their rich backgrounds and experience, undertook the task of defining these problems. Groups were set up on a self-selection basis. Only two or three people were primarily interested in the fourth problem (a commentary in itself), so it was dropped. The highlights of the group reports on the first three problems are presented below.

Forms of Organization for Slum Areas

Some basic differences in philosophy and approach emerged in this discussion. At the outset, however, there was general agreement about the importance of organization and on the observation that slum dwellers tend to resist organization. Resistance to organization has served as a kind of defense. Organization has made little difference in the welfare of slum people in the past, and it has been used repeatedly as a method of manipulation. The ideal in organization seemed clear -- "the involvement of people who have never really before in their lives participated in making decisions which affected their welfare."

The differences in philosophy and approach concerned whether or not "slum dwellers have a freedom or right to form their own ineffective organization even if it means failure." Some participants suggested, "failure would be one way to develop the insight and understanding needed for success." Others insisted that the purpose of organization in slum areas is to solve problems and that if organization could not do this, there is no point in organizing. Failure would only disillusion and frustrate people still more. "The problems of organization in the slum are so complex," it was observed, "the points of departure so many, the points of entry so varied, that determining how to organize at a specific point is more or less impossible for us." Participants were forced to reconsider their concepts of slums and slum dwellers. Latin American slums are upwardly mobile, some contended, and will improve whether or not there is any intervention. North American slums, on the contrary, will deteriorate year by year without constructive intervention to counterbalance destructive intervention. Participants identified a great need to make better use of existing data about slums and recognized also the great need for additional research.

Leadership Development and Training

In its report, this group said that they were unanimous in their conclusions and "explosively agreed on the need for training as of primary importance in all community development programs." There is a great need to clarify the meaning of training and the various philosophies and approaches in training. Who is to be trained, who will do the training, what is to be the content of the training, and what materials are needed in training wer identified as significant items for a conference on training. The group proposed that they develop an agenda for such a training conference. It was regrettable that time did not permit the development of such an agenda.

Volunteers and Volunteering in Urban Community Development

The discussion group on volunteers, as a point of departure, accepted as fact that all community development work is essentially volunteer and, therefore, in any consideration of community development, it is central and important. It should be done for the common good, but unfortunately at times that ideal is not realized. This fact led to proposing by participants of a number of questions in the answering of

which major conclusions resulted. These questions included: What is required of a volunteer with respect to a knowledge of national aims and expectations of the host country? Who should be volunteers? This led into a discussion of the usefulness of volunteers with high social status or economic affluence. Important questions were raised about the organizational structure and administrative procedures for volunteer workers. Volunteers can work successfully as individuals or as parts of foreign agencies only when integrated with and responsible to a national host country. There must be close supervision and harmonious operation with national programs. One observation made -- and generally accepted as true -- was that international volunteers, although well-intentioned, sincere people, are usually not adequately trained as community development workers or specialized technicians and often operate on a highly personal basis and for short periods of time. The concluding points included:

1. The use of volunteers should be recognized as an essential part of the community development process.

2. The host country must have a clear policy governing priorities.

3. Volunteers should work on specified programs and should work with local volunteers. There was a strong implication that in all communities throughout the world, youth is restless and wants change.

This restlessness and desire to change should be harnessed and channelled.

4. Voluntary programs may become destructive time-bombs unless volunteers are carefully integrated and freed from any desire to distort community development goals to serve selfish ends. Voluntary community development service can be a high achievement in cultural integration and appreciation.

5. Isolated projects, unless they are part of an integrated development program which helps knit the community together, are not authentic community development.

6. Foreign volunteers should acquire the fullest possible knowledge of the country and the region in which they will work and should never appear to be working against national institutions and systems.

7. Foreign volunteers and agencies in community development programs arouse great expectations on the part of local Latin American communities, expectations for guidance and material support. Promises must not be made unless they can be fulfilled. Too often they are not fulfilled and this results in distress to the local people and loss of prestige to those who failed to fulfill promises.

V. FACILITATING A TWO-WAY EXCHANGE OF EXPERIENCE, IDEAS, AND RESOURCES AMONG AMERICAN NATIONS

One of the major objectives of the Survey of Adult Education and the Consultation was to find ways of facilitating a two-way exchange among community development specialists in the

Americas. When the idea of facilitating change came into the discussions during the Survey, it was enthusiastically supported. It received solid support also from the Adult Education Association of the U. S. A. Determining the appropriate ways of developing such an exchange became a primary objective and a significant part of the work of the Consultation.

If a two-way exchange is to be a major focus, the planning committee reasoned that the ideas of all Americans (Latin, Caribbean and North) would be strategically important. Their ideas, it was thought, could be developed in separate meetings during which each group could explore three questions:

1. How can we help the other parts of the Americas in urban community development?
2. How can they help us?
3. What steps should we take to do this?

There was extended discussion of the value of separate meetings, with Latin Americans favoring the idea and some North Americans opposing it. Questions were raised as to whether it would encourage openness and freedom in discussion or whether it would tend to divide the Consultation. A decision

was reached that separate meetings would be valuable. The salient points of the two groups are presented below.

Salient Points in The Report of Latin American Participants. The Latin American participants carefully and consistently followed the suggested questions, but inverted the first two questions in order to make their report more graphic. The points presented below are in the words of the Consultation interpreter. The reporter of the Latin American group, Dr. Francisco Alarcon N. of Mexico, spoke in Spanish. The full report on the Consultation will carry both Spanish and English versions.

Question 1: How can the United States help Latin America in their development programs?

"We put as a general consideration that the help of the United States must come as a result of a demand by Latin American countries based on needs and priorities established by them. Following that, we divided this help into two main sections:

1. "That as a basic premise to the relationship between the United States and Latin America, it is indispensable that the United States maintain an economic policy toward Latin America which allows a true economic development of our countries ... to allow us to take adequate advantage of the specific help in development programs ... while the economic policy of the United States continues to create problems of economic detriment in their interchange with our countries, any effective development action among our people is very

difficult. Accepting this fact, the importance and necessity of giving this due attention -- better prices for our raw materials, fair prices for what we must import, for in the end this determines our capacity for development -- accepting these things then, we will devote ourselves to speaking on the specific help for development programs in Latin American countries.

2. "As a second point we say that as for specific help in community development programs, we considered two headings and list: economic help and technical aid.

   a. Under <u>economic help</u> a number of conditions were discussed that we believe important which should be the norm, which should govern their application in our countries. Conditions which should govern economic help from the United States to Latin America:

      (1) ... economic aid should be freer, it should be freed from conditions which are foreign to the interests of the country that receives it, limiting those conditions to the fulfillment of the technical requirements for carrying out the programs. That is to say, quite often we have lamented the fact that economic aid from the United States to Latin American countries has been conditioned by other factors not directly related to the technical aspects of the programs but rather, frankly speaking, relating to political factors.

      (2) ... the funds extended to Latin American countries should be handled under the responsibility of national agencies, that is to day, it is absolutely necessary, as a policy of development in our countries also, to have this self-determination of our problems, or rather, the way of facing our problems and determining their solution should be strictly analyzed under the responsibility of our own agencies which are dedicated to that end.

The handling of these resources, whether domestic or foreign, should be cared for and handled under the responsibility of national agencies.

b. Technical Aid. Although it is obvious that this heading which we put down separately as technical aid is usually involved in economic aid as resources for the programs, we have listed it apart to indicate the importance that we, from the point of view of the Latin American countries, give to the aspect of the personnel who come into the development programs. The way in which the United States can help to resolve the problem of technical personnel in development programs, we feel, is fundamentally through financing the training programs of national personnel, and closely related to that, investigation and experience in the field also in the community development programs. And finally, in the realization of meetings of an international character for an interchange of these experiences.

Under the heading of technical aid, we also want to indicate in a special manner to lend it importance, for the technical personnel from the United States which is sent to Latin American countries, in relation to the community development programs, it is requisite that previous acceptance be made by the country of those technicians based on their technical qualifications and the experience demonstrated by them. I think that this is very important because, as they sometimes play an important role in the programs as consulting technicians, their actual technical preparation in the specific field in which they are going to work does not always correspond, and sometimes a certain improvisation has occurred on the part of that personnel who assume the role of technician, without really having achieved it on a basis of solid preparation, much less through experience in Latin American problems.

With this we end the question of 'how can the United States help Latin America in development programs.' One clarification - although the question says 'in urban development' the group insisted that, as was indicated in yesterday's discussion, it be called not urban development but the overall development of our countries without separating or distinguishing between urban and rural, but rather as a problem in the general development of the Latin American countries."

Question 2: How can Latin America help the United States in their development programs?

"We wish to say also, not out of modesty or of having attached importance to the point, but basically from a desire to be realistic and honest, we have reduced it to a fundamental point. And we say that Latin America can help the United States basically by providing Latin American experience in the field of community development. It is, we might say, the natural field of labor of Latin America in development programs as it seeks to accelerate the development of its peoples, and the experience gained there can be applied in the underdeveloped areas of the United States."

Question 3: What steps should we take to achieve this?

"It is through an interchange of experiences. In what manner? In meetings of this type, of an international character, as well as by having Latin American technicians participate directly in programs carried out in the United States. I believe that this is all that the group considered."

Salient Points Reported by North American Participants

The North American participants considered the same questions as the Latin Americans -- how can we help Latin America, how

can Latin America help us, and what steps should we take to do this. Discussion ranged over many critical issues suggested by the questions, and few solid conclusions were reached. Lively exchanges in the total Consultation following the presentation of the report helped to clarify and to identify points on which there was general agreement.

1. An information center should be established which would provide for storage and retrieval of significant data on development, national development and community development in urban and rural areas. The center would not only store research findings but it would attempt to codify experience and evaluation data on action programs.

    a. Existing rosters of people in development should be utilized and more accurate, up-to-date lists developed to facilitate exchange of information among people;

    b. Publication of the Community Development Review should be resumed, with perhaps more emphasis on urban problems. These problems were seen by some as requiring some emphasis because of their pressing nature and past neglect.

2. There is urgent need for comparative research on the problems in development and on action programs undertaken to encourage development. Special emphasis should be placed on improved communication in research to clarify what is wanted and needed in research and to clarify the interests of people in the research process, such as researchers, funding agencies and users of research.

3. Facilitating the exchange of ideas, experience, and resources in the Hemisphere was said to be a major need. This could be more adequately met by:

   a. Consultations, conferences and international meetins such as this Consultation, dealing specifically with development and community development in urban and rural areas;

   b. Participation in other relevant international meetins such as the international conferences in the field of social welfare which consider important problems in urban development;

   c. Exchanges of community development workers which would make possible Latin Americans working in programs in North America and North Americans working in Latin American programs. It seems the emphasis was on work and not visits;

   d. More university-based exchanges of personnel to encourage and actually to do research needed in development.

4. The importance and various uses of capital in community development programs were explored. The relationship of capital investment to self-help was an important part of this discussion. Time, however, was insufficient to develop any conclusions or consensus which members of the group could accept.

The reports of the Latin American, Caribbean and North American participants are valuable both in what they say and in their implications. Latin American sensitivity to the way in which United States economic and technical aid programs are implemented is clearly and appropriately expressed. There are

specific references to what many Latin Americans see as political conditions in United States programs. It is significant that the North Americans discussed what they saw as political conditions in community development programs within Latin American countries but were reluctant to discuss these before the total Consultation. Failure to do this, and a specific reference by the reporter for the North American group to withholding part of their discussion, led to misunderstanding and some animated exchanges. The North Americans said they withheld information on political implications, feeling that it could be best handled on an individual basis. Withholding it, however, had serious implications for the Consultation as a whole, in the judgment of the Consultation planners, and denied participants an opportunity to discuss one of the critical problems in relationships among Americans.

VI. STRENGTHENING DEVELOPMENT PROGRAMS IN THE AMERICAS

The steps that should now be taken to strengthen development programs with emphasis on urban situations were the specific concerns of the final session. The continuing problem of

definitions and concepts of development and the relationship of rural and urban development persisted. Facilitating a two-way exchange of information, ideas and resources was seen as the key to strengthening development programs. A two-way exchange can be strengthened and made more effective by:

1. More international meetings and more international consultations in the Americas to work on problems identified by the Adult Education Survey and the Consultation. It was recognized also that many problems and issues have not yet been identified.

   Insofar as possible, the planning and implementation of the conferences and consultations should be jointly developed by Latin Americans and North Americans.

   It seemed agreed that a conference built on issues defined by this Consultation and jointly developed by participants in it would be a strategic next step.

2. Existing "conduits" or clearinghouses for exchange of information were said to be inadequate. An effective clearinghouse or information center should be established and it should be accessible to all

who have need for information in development and community development. Consideration should be given to the setting up of a journal as an additional means of getting information out or the reactivation of the Community Development Review, previously published by AID.

Special consideration should be given to the language problem and to the translation of materials, to ensure that they are adequate, and to assure that the materials are available in both Spanish and English.

3. Conferences or consultations should be preceded or followed by special programs designed to meet the needs of participants. A major case in point would be a session on training to deal with issues in training.

The Adult Education Association of the U.S.A., it was thought, could play a strategic role in facilitating a two-way exchange. The staff and resources of the Association represent an important resource which to date has not been effectively utilized.

VI. HIGHLIGHTS OF THE CONCLUDING STATEMENT TO THE CONSULTATION

In his concluding statement, Dr. Eugene I. Johnson, Executive Director of the Adult Education Association of the U.S.A. and the Consultation Administrator, reviewed the issues that had been identified, the concern that had been expressed about definitions, concepts, approaches, techniques, the struggle of participants to understand each other despite gaps and barriers that exist, and the high desire recognized by everyone to further build and strengthen channels and bridges. The final paragraphs of Dr. Johnson's statement are an appropriate conclusion to this report.

"Let me come back to the question that I raised, 'Can we actually construct a channel through which information, materials, skill, help of many kinds can flow so that the experience of community development can move out of the past and into the future, can move from one country to another?' I don't know whether we can do this or not. My only answer is that I think we can and I for one am willing to try if those of my brothers in the other countries of the Hemisphere are willing to try with me and with each other. I pledge you

on my part my most sincere and wholehearted help in all efforts that we may jointly undertake to make our experience available to each other and to gain the additional experience and insight that we need.

"The third President of the United States was Thomas Jefferson. He's best known in our country and perhaps elsewhere as the author of our Declaration of Independence. But he also made another statement that I think is applicable to our present effort to hammer out new ways to work together. When someone accused him of inadequate response to the magnitude of the problems the country faced, he said, 'Isn't it better to light a candle than to curse the darkness?'

"Whether we can effectively create the kind of channel we need I do not know, but I for one would prefer to light a candle than simply to curse the things that divide us, that baffle us, that disturb us and keep us from going forward. And when the cold weather that now grips Santiago moves north to Washington, I'll find warmth in the knowledge that there are many of us around the Hemisphere doing precisely that. No matter how small and limited it may seem to us or to

anyone else, we shall be doing our best to carry the light of knowledge and truth and cooperation forward. Thank you."

VIII. WHAT THE CONSULTATION ACCOMPLISHED

This report would be incomplete without a brief statement of what the Consultation accomplished and what it failed to accomplish. It seems to have achieved the limited objectives set for it in this way: the Consultation did identify many of the significant issues in development and community development in urban and rural areas. It did not, on the other hand, identify all of the issues nor did it achieve as high a degree of consensus on the issues as its planners had hoped. It provided an opportunity for exchange among people in the field and it revealed the wide gaps in conception and understanding of what development is and the wide differences in priorities set in various community development programs. It pointed up the tremendous difficulties in communicating effectively about programs, about issues in programs, and about basic objectives in development. The Consultation did not, nor did it attempt to, arrive at any consensus on how issues should be resolved.

The major objectives of the Consultation were accomplished. These included, again, an initial exchange of information about programs, the identification of major issues that need further investigation, clarification and experimentation with respect to solution, and the exploration of ways of strengthening and facilitating a two-way exchange between the Americas. A follow-up conference built on the ideas and experiences gained through the Consultation would be a strategic next step. One participant expressed a common view, "A conference on urban community development held without the experience of the Consultation could well have been a major disappointment. A conference built on the experience of the Consultation would be extremely valuable to all who could participate."

Bentley and Moe 9/19/66
wdm

APPENDIX A

INTERAMERICAN CONSULTATION ON URBAN COMMUNITY DEVELOPMENT

Hotel El Continental

Panama City, Panama, June 7 - 9, 1966

MONDAY, JUNE 6	Arrival in Panama City
8:00 p.m.	Reception in the Salón Pacífico, El Continental Hotel.
TUESDAY, JUNE 7	
9:00 a.m.	Chairman: Harold W. Bentley Welcome - Introduction. Purposes, procedures, and some anticipated outcomes of the Consultation: Eugene I. Johnson.
9:30 a.m.	Current status of community development in urban areas; introductory statements by participants and representatives of special programs.

CONSULTA INTERAMERICANA SOBRE DESARROLLO URBANO

Hotel El Continental

Panamá, República de Panamá, 7 a 9 de junio de 1966

LUNES 6 DE JUNIO	Llegada a la Ciudad de Panamá
8:00 p.m.	Recepción en el Salón Pacífico, Hotel El Continental.
MARTES 7 de JUNIO	
9:00 a.m.	Presidente: Harold W. Bentley Bienvenida - Introducción. Fines, procedimientos y algunos resultados anticipados de la Consulta: Eugene I. Johnson.
9:30 a.m.	Estado actual del desarrollo de la comunidad en las áreas urbanas; exposiciones introductorias por los participantes y representantes de programas especiales.

TUESDAY, JUNE 7 (continued)

The statements will cover four points:

1. The need for community development in urban areas of the country.

2. Current work in urban community development.

3. Some important next steps in urban community development.

4. Major issues in urban community development in the country.

10:30 a.m.	COFFEE BREAK AND INFORMAL EXCHANGES
LL:00 a.m.	Current status of community development in urban areas (continued)
12:30 p.m.	Consultation recesses until 2:30 p.m. No planned luncheon
2:30	Major themes in urban community development programs: an analysis of the reports. - Discussion to be initiated by opening statements from two participants. - Discussion by the Consultation.

MARTES 7 DE JUNIO (continuación)

Las exposiciones cubrirán cuatro puntosÑ

1. Necesidad del desarrollo de la comunidad en las áreas urbanas en el país.

2. Trabajo corriente en el desarrollo de la comunidad urbana.

3. Algunos pasos importantes a dar en el desarrollo de la comunidad urbana.

4. Problemas de importancia en el desarrollo de la comunidad urbana.

10:30 a.m.	CAFE E INTERCAMBIO INFORMAL
11:00 a.m.	Estado actual del desarrollo de la comunidad en las áreas urbanas (continuación)
12:30 p.m.	La Consulta queda en receso hasta las 2:30 p.m. No se ha hecho planes para almuerzo.
2:30 p.m.	Temas importantes en los programas de desarrollo urbano: análisis de los informes. - Discusión a ser iniciada por exposiciones introductorias de dos participantes. - Difusion expuesta por la Consulta.

TUESDAY, JUNE 7 (continued)

3:00 p.m.	The major issues - problems in urban community development: analyses by three work groups. - Work session 3:00 - 5:00 p.m. Coffee will be available in the group meetings at 3:30 p.m.
5:00 p.m.	Consultation recesses until 8:00 p.m.
8:00 p.m.	Major issues in urban community development - General Session in Club Continental. - Presentation of work group reports. - Discussion.
9:30 p.m.	ADJOURN.

WEDNESDAY, JUNE 8

8:00 a.m.	An approach to meeting the issues in urban community development. Visit to Panama City project.

MARTES 7 DE JUNIO (continuación)

3:00 p.m.	Problemas importantes - problemas en el desarrollo de la comunidad urbana: análisis por tres grupos de trabajo. - Sesión de trabajo 3:00 - 5:00 p.m. Habrá café durante las sesiones de grupos a las 3:30 p.m.
5:00 p.m.	La Consulta queda en receso hasta las 8:00 p.m.
8:00 p.m.	Problemas de importancia en el desarrollo de la comunidad urbana - Sesión General en el Club Continental. - Presentación de informes de los grupos de trabajo. - Discusión.
9:30 p.m.	SUSPENSION DE LA SESION.

MIERCOLES 8 DE JUNIO

8:00 a.m.	Acercamiento a los problemas del desarrollo de la comunidad urbana. Visita a un proyecto de la Ciudad de Panamá.

WEDNESDAY, JUNE 8 (continued)

10:30 a.m.	COFFEE BREAK AND INFORMAL EXCHANGES in Club Continental, Hotel El Continental.
11:00 a.m.	Approaches in meeting the issues in urban Community development.
12:30 p.m.	Consultation recesses until 2:30 p.m. No planned luncheon.
2:30 p.m.	Involving the poor in urban community development: Analysis of special problems by work groups. A convener will be designated for each work group: Group 1: Forms of organization for slum areas. Group 2: Leadership development among low-income, culturally deprived people.

MIERCOLES, 8 DE JUNIO (continuación)

10:30 a.m.	CAFE E INTERCAMBIO INRORMAL DE CONVERSACIONES en el Club Continental, Hotel El Continental.
11:00 a.m.	Acercamiento a encarar los problemas en el desarrollo de la comunidad urbana.
12:30 p.m.	La Consulta queda en receso hasta las 2:30 p.m. No hay planes para almuerzo.
2:30 p.m.	El hombre pobre es incluído en el desarrollo de la comunidad urbana: análisis que hacen los grupos de trabajo de los problemas especiales. Se designará un coordinador para cada grupo de trabajo: Grupo 1: Formas de organización para las barriadas pobres. Grupo 2: Desarrollo de líderes de entre la gente de pocos ingresos, pribados de cultura.

WEDNESDAY, JUNE 8 (continued)

Group 3: Volunteering and the use of volunteers in urban community development.

Group 4: Roles of women in urban community development.

(Coffee will be available in the group meetings at 3:30 p.m.)

4:00 p.m.	Involving the poor in urban community development: special problems: - Report of work groups. - Discussion by the Consultation; summary.
5:00 p.m.	Work sessions recess until 9:00 a.m.
5:30 p.m.	Cocktails and program at the Chamber of Commerce.
Evening	Free

MIERCOLES, 8 DE JUNIO (continuación)

Grupo 3: Voluntarios y el empleo de voluntarios en el desarrollo de la comunidad urbana.

Grupo 4: Papel de la mujer en el desarrollo de la comunidad urbana.

(Habrá café para las sesiones de los grupos a las 3:30 p.m.)

4:00 p.m.	El hombre pobre es incluído en el desarrollo de la comunidad urbana problemas especiales: - Informe de los grupos. - Discusión por la Consulta; resumen.
5:00 p.m.	La sesión del grupo de trabajo queda en receso hasta las 9:00 a.m.
5:30 p.m.	Cocteles y programa en la Cámara de Comercio.
Noche	Libre

THURSDAY, JUNE 9		JUEVES, 9 DE JUNIO	
9:00 a.m.	Major next steps in strengthening urban community development programs in the Americas. - A general discussion by the Consultation.	9:00 a.m.	Próximos pasos importantes a dar para fortalecer los programas de desarrollo urbano en las Americas. - Discusión General por la Consulta.
10:30 a.m.	COFFEE BREAK AND INFORMAL EXCHANGES	10:30 a.m.	CAFE E INTERCAMBIO INFORMAL DE CONVERSACIONES
11:00 a.m.	Facilitating a two-way exchange of experience, ideas, and resources among the American nations on urban community development. Discussion and reports to the Consultation by two work groups: Group 1: The Latin American participants. <u>Questions for discussion</u>: 1. How can we help North America in urban community development?	11:00 a.m.	Como se puede facilitar dos formas de intercambiar experiencia, ideas y recursos entre las naciones Americanas en relación con el desarrollo de la comunidad urbana. Discusión e informes a la Consulta por parte de dos grupos de trabajo: Grupo 1: Los participantes Latinoamericanos. <u>Preguntas para ser discutidas</u>: 1. Como podemos nosostros ayudar a Norte América en el desarrollo de la comunidad urbana?

THRUSDAY, JUNE 9 (continued)

2. How can North America help us?

3. What steps should we take to do this?

Group 2: The North American participants.

Questions for discussion:

1. How can we help Latin America in urban community development?

2. How can Latin America help us?

3. What steps should we take to do this?

12:30 p.m. Consultation recesses until 2:30 p.m. No planned luncheon.

2:30 p.m. Facilitating a two-way exchange.

JUEVES, 9 DE JUNIO (continuación)

2. Cómo puede Norte América ayudarnos a nosotros?

3. Qué pasos debemos dar para lograr esto?

Grupo 2: Los participantes de Norte América.

Preguntas para ser discutidas:

1. Cómo podemos ayudar a la América Latina en el desarrollo de la comunidad urbana?

2. Cómo puede la América Latina ayudarnos a nosotros?

3. Qué pasos debemos dar para lograr esto?

12:30 p.m. La Consulta entra en receso hasta las 2:30 p.m. No se han hecho planes para almuerzo.

2:30 p.m. Facilitar un intercambio mutuo.

THURSDAY, JUNE 9 (continued)		JUEVES, 9 DE JUNIO (continuación)	
	- Reports of the work groups followed by general discussion of the Consultation.		- Informes de los grupos de trabajo seguido de una discusión General por la Consulta.
3:00 p.m.	What steps should the adult education agencies in the Americas take to become most useful and most effective in strengthening urban community development?	3:00 p.m.	Qué pasos deben dar las instituciones educativas para adultos en las Américas para hacerse más útiles y efectivas y fortalecer el desarrollo de la comunidad urbana?
	What would you suggest that the Adult Education Association of the U.S.A. do?		Qué sugiere Ud. que debe hacer la "Adult Education Association" de los Estados Unidos?
	What should the Adult Education Association of the U.S.A. avoid?		Qué debe evitar la "Adult Education Association de los Estados Unidos?
4:00 p.m.	Consultation summary and conclusions.	4:00 p.m.	Resumen de la Consulta y conclusiones.
4:30 p.m.	CONSULTATION ADJOURNS.	4:00 p.m.	LA CONSULTA SUSPENDE LABORES.

This Consultation has been arranged by the Adult Education Association of the U.S.A. under a contract with the Agency for International Development (A.I.D.) of the U.S. Department of State.

Esta Consulta ha sido preparada por la "Adult Education Association" de los Estados Unidos bajo contrato de la Agencia Internacional de Desarrollo (A.I.D.) del Departamento de Estado de los Estados Unidos.

INTERAMERICAN CONSULTATION

ON URBAN COMMUNITY DEVELOPMENT

Hotel El Continental

Panama City, Panama
June 7 - 9, 1966

CONSULTA INTERAMERICANA

SOBRE DESARROLLO URBANO

Hotel El Continental

Panamá, República de Panamá
7 a 9 de junio de 1966

List of Participants

Lista de Participantes

BOLIVIA:

C. DAVID ANDERSON, Community Development Advisor, USAID Mission to Bolivia, La Paz, Bolivia

JOSE MONJE RADA, Dirección de Desarrollo de Comunidades Rurales, La Paz, Bolivia

GUSTAVO RAMIREZ, Director, Dirección de Desarrollo de Comunidades Rurales, La Paz, Bolivia

BRASIL:

THEREZINHA FRAM, Overseas Education Fund Field Representative for Brazil, São Paulo, Brazil

CHILE:

BARTOLOME LUCO GARRAO, Director Regional, Corporación - Instituto de Educación Popular, Santiago, Chile

JAMAICA:

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